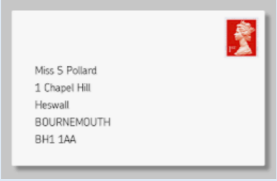

























Berry Brow Curriculum Long Term Plan Year 1



	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Topic information	How do we get home? 	Why did Neil Armstrong land on the moon? 	What's the weather like today? 	How have castles changed over time? 	Are toys the same or different from the past? 	Why go on holiday in the UK? 
	~ History and Geography Golden Thread ~					
	Locational knowledge Mapping Physical and human geography Fieldwork		Physical geography Fieldwork – describe features			Locational knowledge Mapping Physical and human geography Fieldwork
		Exploration		Invasion and defence	Society and community Role of women	
	What do you need to post a letter?	Why did we want to land on the moon?	How does weather change over the year?	How have castles been used in the past?	How can we find out about toys in the past?	How is the local area different to a seaside town? Where would you prefer to live and why?
ROAP outcome						

Understanding the world	Geography	<p>Is able to say their address</p> <p>Identify less familiar features of the local area</p> <p>Begin to use basic geographical vocabulary to refer to key physical features</p> <p>Begin to use basic geographical vocabulary to refer to key human features</p> <p>Respond to teacher-led, simple closed questions and investigate surroundings</p> <p>Mapping Understand directions and where things are using prepositional language</p> <p>Recognise that a map represents a place</p> <p>Use aerial photographs to recognise landmarks and basic human and physical features</p> <p>Draw picture maps Make a map of a short, familiar route Use own symbols Use relative vocabulary (i.e. bigger/smaller/near/far)</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom</p> <p>Identify and order the seasons and associated weather</p> <p>Respond to teacher-led, simple closed questions and investigate surroundings</p> <p>Describe features of the immediate local area during field work</p> <p>Use relative vocabulary (i.e., bigger/smaller/near/far)</p>		<p>Can write their address</p> <p>Name, locate and identify the 4 countries of the United Kingdom</p> <p>Use 2 different types of maps to identify the UK and its countries</p> <p>Begin to use basic geographical vocabulary to refer to key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Begin to use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office, port, harbour, and shop</p> <p>Understand directions and where things are using prepositional language</p> <p>Recognise that a map represents a place</p> <p>Use aerial photographs to recognise landmarks and basic human and physical features</p> <p>Draw picture maps</p>		
	History	<p>Significant key event – First moon landing / space exploration <i>The sub lenses for this unit are _____. Children build on previous learning in the EYFS, more specifically knowledge and understanding of the world. They talk about the events and lives of people around them and their role in society. They find similarities and differences about things that happened in the past and now.</i></p> <p>How can we find out about the past? Why do people explore? Who is the first woman in space? How do we explore space today? How has space exploration changed?</p>	<p>Towers & Turrets <i>The sub lenses for this unit are empire and monarchy. This unit will cover significant buildings throughout history building on from the year 1 topic of majestic monarchs. It will look at the changes in castles over time and compare different types of castles and the reasons for the changes. It will look at the key features of a castle and their relevance to it's purpose.</i></p> <p>Why did monarch build castles? Where did Kings and Queens live through time? What are the key features of a castle? How have castles changed over time?</p>	<p>Toys – A Journey through time <i>The sub lenses for this unit are trade, industry and civilisation. It will cover changes in toys over the past 60 years. This builds on from EYFS Understanding the World.</i></p> <p>How can we find out about toys in the past? What are toys like now? What was my favourite toy when I was a baby? What were our family members toys like as a baby and how do we know? What were our older relatives' toys like and how do we know? How have toys changed since our older relatives' were little?</p>			
	RE	C1.3 How can we make good choices? (Pathway 3)	C1.4 How and why do some people pray? (Pathway 4)	C1.1 What does it mean to belong a community of belief? (Pathway 1)	F1.12 How and why do we care for others? (Pathway 3)		
Expressive arts and design	Art	<p>Line / Drawing Pablo Picasso Spanish - Cubism</p>  <p>Share ideas about Picasso's portraits and tell if he has tried to make them look happy, sad or thoughtful for example.</p> <p>Draw the basic shape of an eye, mouth and nose in my sketchbook.</p> <p>Draw a face from the front and in profile.</p> <p>Experiment like Picasso with mixing up the features of the face.</p> <p>Use other mediums such as pastels, pencil crayons to create fun faces.</p> <p>To use bright colours and have fun choosing where to use them.</p>	<p>Painting Alexander Calder American - Abstract</p>  <p>To explore using different sized brushes and comment on their effect</p> <p>Understand the effect of adding less or more water to powder paints</p> <p>Know the primary colours</p> <p>Know what happens when you mix primary colours and create a colour wheel</p>	<p>Printmaking Paul Klee Swiss - Expressionism</p>  <p>Explore printing simple pictures with a range of hard and soft materials including sponges and corks</p> <p>Experience printing from objects.</p> <p>Begin to identify forms of printing: books, posters, pictures and fabrics</p> <p>Continue to explore using digital resources e.g. internet or 2simple</p> <p>Sort, arrange and glue materials to different backgrounds</p> <p>Understand how to change lines, brush size, colour on 2paint</p>	<p>Collage / textiles Wassily Kandinsky Russian - Abstract Art</p>  <p>Begin to identify different forms of textiles</p> <p>Begin to identify different types and textures of fabric and materials for collage</p> <p>Cut and shape fabric using scissors</p> <p>Use appropriate language to describe colour and texture</p> <p>Create images from a variety of media using fabric, tissue paper, magazines</p>	<p>Sculpture Alexander Calder American – Abstract art</p>  <p>Continue to experiment in a variety of malleable materials e.g. playdough, clay, salt dough.</p> <p>Shape and model materials using their imagination</p> <p>Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading</p> <p>Impress and apply decoration more confidently</p> <p>Use cutting, rolling and coiling of materials in their finished piece of work.</p> <p>Use tools and equipment safely and in the correct way</p>	 <p>Inspired by the National Gallery's Take One Picture programme</p>

		<p>look run avoid</p>  <p>'Team games developing simple tactics for attacking and defending'</p>	<p>hands feet equipment</p>  <p>'Object control - developing coordination and control'</p>	<p>fair share dare</p>  <p>'Embed values such as fairness and respect'</p>	<p>inspire create perform</p>  <p>'Perform dance using a range of movement patterns'</p>	<p>react roll retrieve</p>  <p>'Master basic movements.. Including striking and coordination'</p>	<p>send receive return</p>  <p>'Master basic movements such as sending and receiving'</p>
PSHE / JIGSAW	 <p>Being me in my world 'Who am I and how do I fit in?'</p>	 <p>Celebrating difference Respect for similarity and difference. Anti-bullying and being unique.</p>	 <p>Dreams and goals Aspirations, how to achieve goals and understanding the emotions that go with this.</p>	 <p>Healthy me Being and keeping safe and healthy.</p>	 <p>Relationships Building positive, healthy relationships.</p>	 <p>Changing me Coping positively with change.</p>	